

Creating a Culture of Data Use and Professional Learning

Designing Comprehensive Evaluation Systems:
Leading the Design and Implementation of a Comprehensive
System to Improve Teaching and Learning

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Arizona Department of Education Summit VI—March 1, 2015, Scottsdale, Arizona

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■



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- Former teacher in rural and urban schools:
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- Research scientist in the Understanding Teaching Quality Research Group at Educational Testing Service (ETS)
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Center on Great Teachers and Leaders Mission



The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

GTL Center Partners and Leadership

- The GTL Center is administered by American Institutes for Research (AIR) and its partners: Council of Chief State School Officers (CCSSO) and Public Impact.
- Leadership
 - **Director:** Angela Minnici, Ph.D., AIR
 - **Deputy Director:** Lynn Holdheide, AIR
 - **Senior Policy Expert:** Sabrina Laine, Ph.D., AIR
 - **Senior Research and Technical Assistance Expert:** Laura Goe, Ph.D., ETS
 - **Project Lead:** Bryan Hassel, Ph.D., Public Impact
 - **Project Lead:** Janice Poda, Ph.D., CCSSO

GTL Center Goals

- **Goal 1:** Identify the most pressing state and district needs for teacher and leader systems of support.
- **Goal 2:** Provide high-quality technical assistance to regional centers and state education agencies (SEAs) to build SEA capacity.



GTL Center Goals

- **Goal 3:** Facilitate collaboration and coordination of efforts among regional centers, SEAs, experts, national organizations, preservice and inservice education providers, and other relevant stakeholders.
- **Goal 4:** Raise public and policymaker attention and encourage support for state-led initiatives to build seamless systems of support for teachers and leaders.



GTL Module: Using Teacher Evaluation Data to Inform Professional Learning

- Learn how teacher evaluation data are used in self-reflection and formative feedback.
- Practice using teacher evaluation data in planning for professional learning for individuals and the organization.
- Explore next steps for ensuring that school and district structures support a teacher evaluation system focused on professional growth.
- Download materials from the GTL Center website (<http://www.gtlcenter.org/technical-assistance/professional-learning-modules/using-teacher-evaluation-data-inform-professional-learning>).

The Goal of Teacher Evaluation

*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

Envision a School in Which Teachers...

- Are provided consistent feedback on their performance, recognize their strengths, and have plans for improvement.
- Actively collaborate to analyze student data, discuss the needs of students, and differentiate instructional practices.
- Are encouraged to reflect on strategies and student learning.
- Hold clear and common expectations such that all students exit the classroom college and career ready.

Activity 1: Describing Professional Learning

- At your table, brainstorm a list of types of professional learning currently used in districts in your state. Provide details such as the following:
 - Type of activity
 - Purpose of activity
 - Design of the professional learning
 - Venues for professional learning
 - Modes of delivery of professional learning

High-Quality Professional Learning Is...



Focused



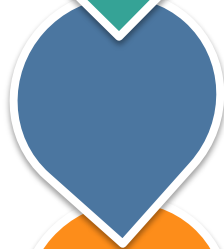
Job-Embedded



Differentiated



Active



Collaborative



Continuous

Activity 1: Follow-Up

- Using the list of professional learning activities generated, identify whether the activities are:
 - Focused (on content and on teaching the content)
 - Active
 - Collaborative
- Bonus: Draw a circle around activities that are differentiated; underline any activity that is ongoing throughout the year; and star (*) any activity that is job-embedded.

Professional Learning Is...

- A process of teaching, reflecting, and learning from and with colleagues, coaches, mentors, teacher leaders, and experts
- **Focused on data from multiple sources (see next slide)**
- Accessed through multiple pathways: observing; being observed; watching and discussing videos of teaching; independent study (i.e., online modules); meeting with colleagues in professional learning communities (PLCs); and course-taking
- Ongoing throughout a teacher's career
- The shared responsibility of teachers, leaders, districts, and states

Categories of Data for Professional Growth

- Evidence of student learning
- Student assessment results
- Student perceptions (survey responses)
- Written and verbal feedback from peer, coach, and administrator observations (formal or informal)
- Teachers' reflections on their practice
- Artifacts of teaching practice

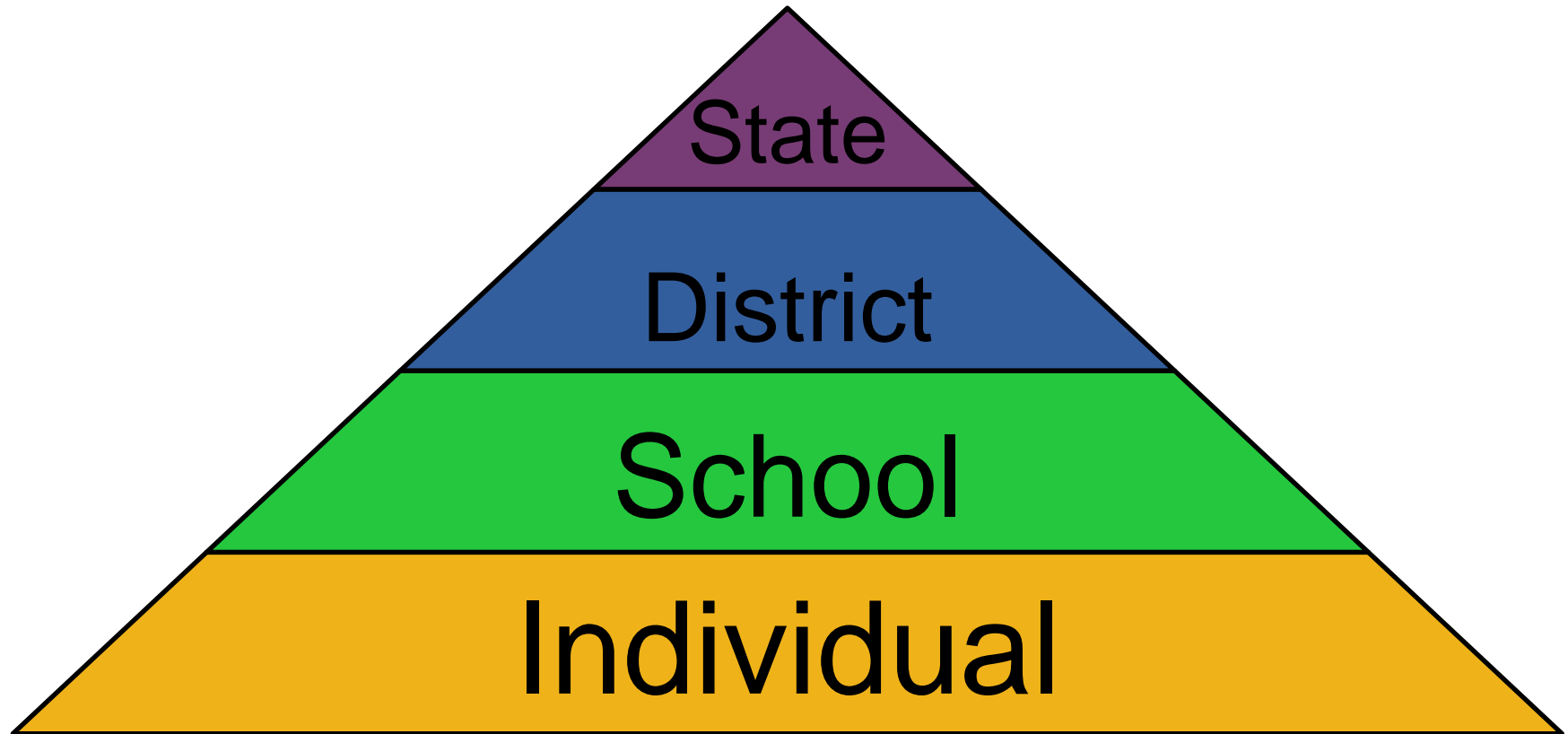
Shared Definitions: *Evaluation Data*

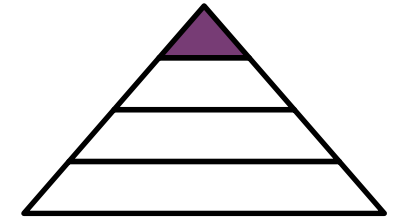
Data Sources	Evidence/Data Element Examples	Summary Data
Rubric-based observations of practice	<ul style="list-style-type: none">▪ Percentage of students on task▪ Number of higher order questions▪ Narrative descriptions, running records	Practice ratings
Artifacts	<ul style="list-style-type: none">▪ Unit plans▪ Classroom newsletter▪ Student behavior plan▪ Team action planning protocol	Professionalism/ practice ratings
Assessments of student learning	<ul style="list-style-type: none">▪ Student work portfolio▪ Standardized tests▪ Student performance assessments	Student learning objectives value-added model scores
Student and parent perception surveys	<ul style="list-style-type: none">▪ Mean standard scores	Perception scores

Essential Conditions for Creating a Culture of Data Use and Professional Learning

- **Structural:** The policies, programs, practices, and structure that need to be in place
- **Cultural:** The necessary climate or attitude, including changes in culture, to be successful.
- **Technical:** The technical aspects—skill, expertise, content knowledge—that are necessary to get this work done.
- **Fiscal:** The financial supports necessary to do this work or the costs associated with doing this work.

Who Are the Players?





Role of the State

■ Policy

- Establish professional learning standards.
- Set requirements for continuing education units.
- Obtain Title II plan approval.

■ Fiscal

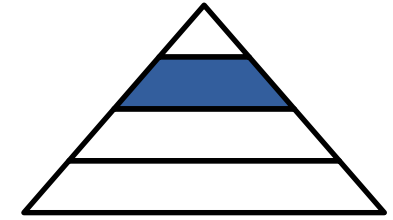
- Provide funding for districts.

■ Data Analysis

- Aggregate data and identify professional learning needs.

■ Process

- Offer professional learning activities.



Role of the District

■ Policy

- Establish evaluation system design.
- Set professional learning requirements.

■ Fiscal

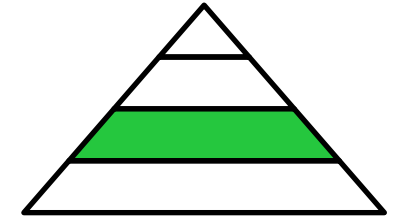
- Compensate teachers (directly or substitutes) for participating in “sanctioned” professional learning.
- Pay for professional learning.

■ Data Analysis

- Collect various data.

■ Process

- Determine professional learning activities.



Role of the School

- **Data**
 - Collect data.
 - Provide teachers with access to data.
- **Process**
 - Provide dedicated time for self-reflection and opportunities for collaborative conversations.
 - Use PLCs.
 - Implement the evaluation system.
 - Facilitate high-quality feedback conversations between evaluators and teachers.
 - Review, approve, and score growth targets (if applicable).

Activity 2: Role of the District

- At your table, discuss which district responsibilities are “working well” and which “need work.”
 - Policy
 - Establish evaluation system design.
 - Set professional learning requirements.
 - Fiscal
 - Compensate teachers (directly or substitutes) for participating in “sanctioned” professional learning.
 - Pay for professional learning.
 - Data Analysis
 - Collect various data.
 - Process
 - Determine professional learning activities.

Why Doesn't Teacher Evaluation Have More Impact on Teacher Growth?

“One of the major factors associated with the lack of impact of these [teacher evaluation] systems is the troublesome relationship between evaluation and professional development—the opportunities for teachers to learn and improve their practice in response to and beyond the process of evaluation itself.”

(Continued on next slide.)

Why Doesn't Teacher Evaluation Have More Impact on Teacher Growth?

“Policies governing teacher evaluation systems tend to make only vague and weak provisions for professional development, and they fail to ensure that these opportunities are of high quality and of value in improving practice.”

(Source: Smylie, 2014, p. 97)

Six Components in an Aligned Teacher Evaluation/Professional Growth System

1. High-quality standards for instruction
2. Multiple standards-based measures of teacher effectiveness
3. High-quality training on standards, tools, and measures
4. Trained individuals to interpret results and make professional development recommendations
5. High-quality professional growth opportunities for individuals and groups of teachers
6. High-quality standards for professional learning

(Source: Goe, Biggers, & Croft, 2012, p. 2)

Activity 3: Rate Your Alignment

- How aligned is your teacher evaluation/professional growth system?
 - Does your district have all six components?
 - On which component is your district strongest?
 - On which component is your district weakest?
- For the component identified as weakest, what are some strategies that might make this component stronger?
- How could these strategies be implemented?

Improving Instructional Quality

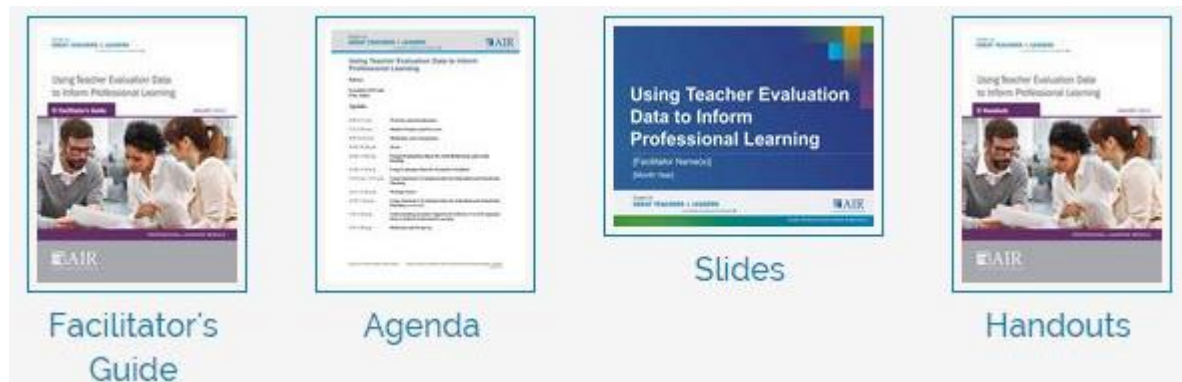
- “Studies also tell us that school administrators will be more likely to positively impact instructional quality if they allocate their direct efforts with teachers into facilitative channels” (Murphy, Hallinger, & Heck, 2013, p. 352).
 - Providing actionable feedback to teachers (Hattie, 2009)
 - Developing communities of practice in which teachers share goals, work, and responsibility for student outcomes (Wahlstrom & Louis, 2008)
 - Offering abundant support for the work of teachers (Leithwood & Jantzi, 2005)
 - Creating systems in which teachers have the opportunity to routinely develop and refine their skills (Bryk et al., 2010)

Challenges in Creating Systems of Professional Growth

- Differentiating high-quality professional development for all teachers
- Using mixed evaluation data to target professional development
- Finding resources to cover costs of high-quality professional development
- Creating time in packed schedules for teachers to work with colleagues in PLCs, observe and be observed, reflect on practice, etc.
- Evaluating the effectiveness of professional development

GTL Module: Using Teacher Evaluation Data to Inform Professional Learning

- Addressing a critical need in evaluation reform, this module delves into practical approaches for using evidence and ratings gathered through performance evaluation to inform professional learning for teachers.
- The module provides six hours of training, including hands-on, collaborative activities that can be adapted and customized to your state's context and needs.



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